



Part II

Support for Students, Educators, and Schools

Every Student Succeeds Act *(ESSA)* in New Jersey





Presentation Contents and Purpose

New Jersey Framework: Introduction and Context

- Describes New Jersey's approach to improve school and district accountability in an effort to close the achievement gap and raise overall student performance throughout the state
- Explains how stakeholder feedback will be reflected in New Jersey's accountability system

PART 1: New Jersey's Proposed *ESSA* State Plan

- Provides an overview on the development of the State Plan, which is available from mid-February to mid-March for public comment
- Summarizes parts of the proposed State Plan in an easy-to-read format, specifically the description of the accountability and school improvement systems
- Elicits feedback on the proposed State Plan from stakeholders, inclusive of New Jersey parents, students, educators and community members, before the NJDOE submits the plan to the U.S. Department of Education by April 3, 2017

PART 2: New Jersey's Proposed *ESSA* State Plan

- Builds upon Part 1 to summarize remaining components of the State Plan, specifically a description of some of New Jersey's supports for all students, educators, schools, and districts



PART 2:

Support for Students, Educators, Schools, and Districts



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



Support all students, educators, schools and districts

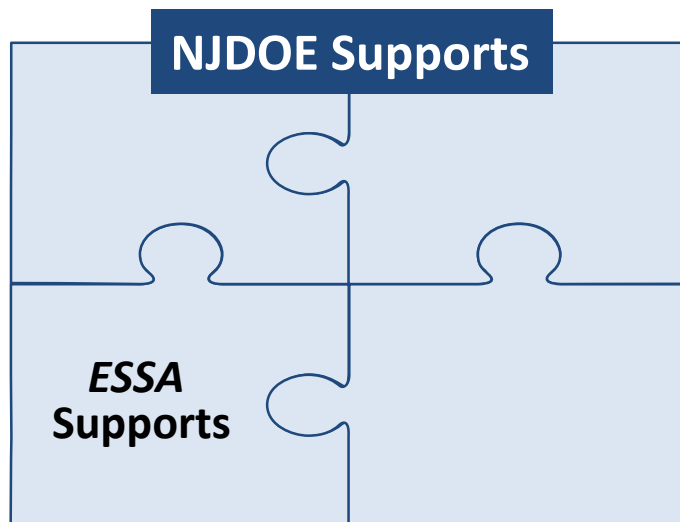


Context



ESSA State Supports in Context

Work related to *ESSA* is just one piece of the broader work of the Department to support students, educators, schools, and districts to ensure all students are prepared for college, career, and success in life. In fact, funding from *ESSA* is designed to supplement the work that states are already doing for their students. **The following pages reflect only key elements of the *ESSA* State Plan meant to supplement our other efforts and should not be seen as representative of all NJDOE work in these areas.**





ESSA State Plan Support Descriptions

The New Jersey ESSA State Plan breaks down supports into three main categories. The level and depth of the federal fiscal support outlined on the following slides may vary, depending on the final allocations to states:



Supporting Students

Supporting Educators

Supporting Districts



Supporting Students



Supporting the Needs of Students

In the ESSA State Plan, the NJDOE must describe its efforts to ensure that districts:

- 1) Support the continuum of a student's education from preschool through grade 12; and
- 2) Provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented.

NJDOE believes that schools, districts, and communities are best positioned to identify and address the unique needs of their students. The state will support districts collectively by providing the following:

1



Improved Data to
Identify Student Needs
(See "Performance Reports"
in Part 1)

2



Guidance to Best Use
Funds to Meet Students'
Needs
(See "Support for Districts")

3



Support Implementation
of Tiered System of
Supports

4



Birth through
Grade 12 Standards

5



Increasing Access to Early
Childhood Education

6



Leveraging Equity
Regulations

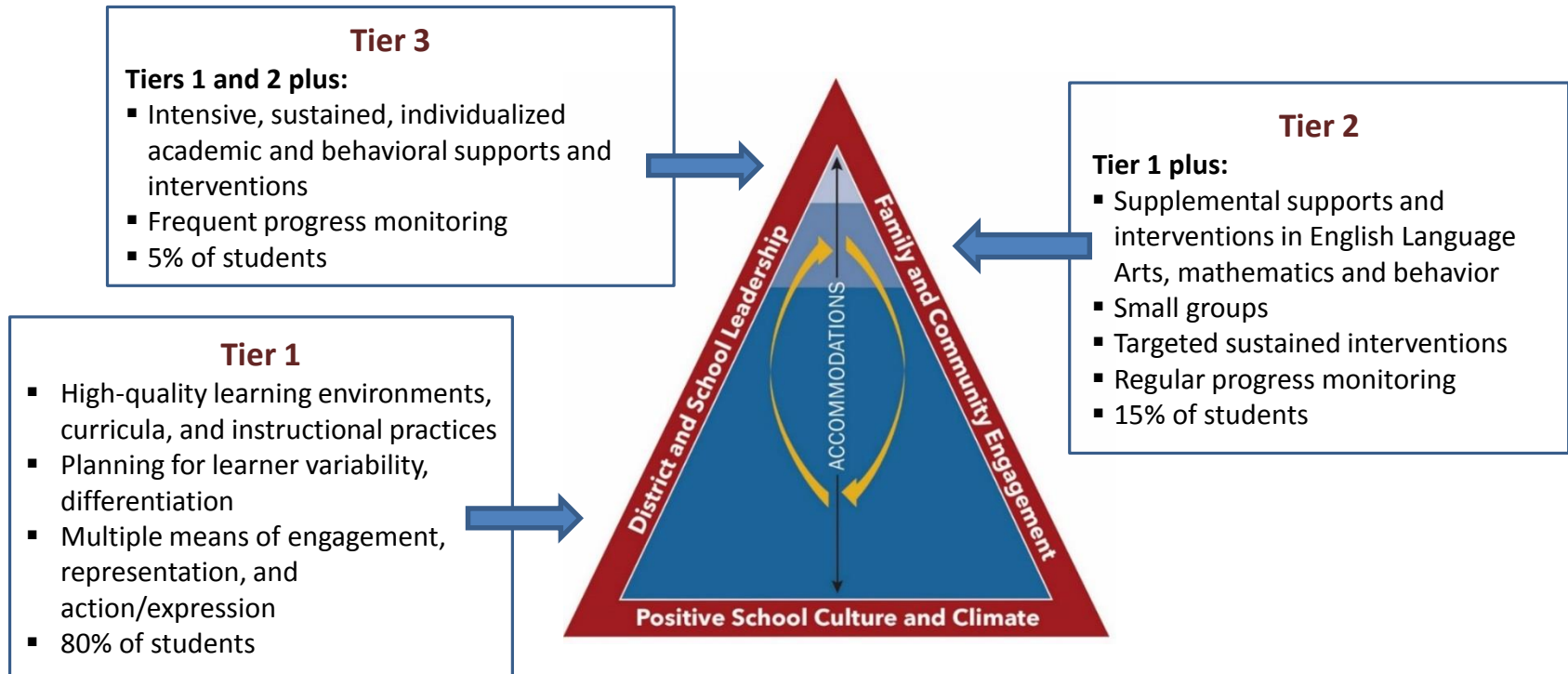


3

Support Implementation of Tiered System of Supports

Over the last two years, the NJDOE has developed the New Jersey Tiered System of Supports (NJTSS) – an evidence-based framework for implementing academic and behavioral supports and interventions to help educators improve achievement for ALL students.

New Jersey Tiered System of Supports



<http://www.nj.gov/education/njtss/>



4 Birth through Grade 12 Standards

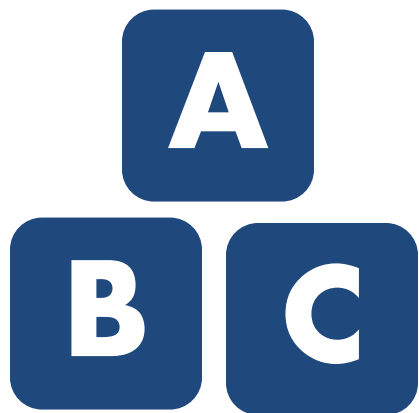
As mentioned in Part 1, *ESSA* requires states to create K-12 standards and ensure that schools and communities can assess students' progress towards these standards. New Jersey takes this one step further by creating birth to grade 12 standards to ensure that students have everything they need to be successful from the time they enter public school until they become productive members of society.





5 Increasing Access to Early Childhood Education

The NJDOE believes that one of the most effective ways to close the achievement gap in New Jersey is by providing increased access to early childhood education. Through a combination of state funds and federal funds, New Jersey supports high-quality birth through third grade programs through its comprehensive supports.



Supporting High-Quality Early Childhood Education in New Jersey

- Increased access to pre-k and full-day kindergarten
- Awarded two multi-million-dollar federal grants: Race to the Top Early Learning Challenge Grant and Preschool Expansion Grant
- Partnerships with Departments of Health, Human Services and Children and Families to maximize systemic coordination
- Professional development that emphasizes a continuous cycle of improvement and best practices



6 Managing for Equality and Equity in Education


For more than four decades, New Jersey has had regulations in place (*N.J.A.C. 6A:7, Managing for Equality and Equity in Education*, or its predecessor -- *Equality in Educational Programs*) to ensure that districts achieve equity in terms of their overall educational programs. The NJDOE County Offices provide supports to districts that have significant challenges in achieving educational equity. Additionally, the NJDOE is focused on reducing the disproportionate representation of specific racial/ethnic groups in special education.

Key requirements of this regulation, applicable to all districts including charter and renaissance schools, include the following:

- Districts must identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff
- Specific to academic programming, districts must analyze both curriculum and course access to determine whether all students have the same opportunities
- Every three years, districts must submit a Comprehensive Equity Plan (CEP) describing both their analysis and action plans to address inequities




Supports for the Most Vulnerable Populations

 ESSA provides funding for three of the most vulnerable student populations described in the three boxes below. In exchange for funds, states are required to identify, provide specific supports and protections, and analyze outcomes related to each unique population. Minimal changes were made in ESSA for each of the three programs, primarily to refine processes, better define student populations, and ensure adequate monitoring of supports.

McKinney-Vento: Supports for students experiencing homelessness

Title IC: Supports for migratory students

Title ID: Supports for children and youth in locally operated juvenile correctional facilities

 The NJDOE is committed to ensuring that our most special populations are receiving the supports they need to be successful. In fact, much of what is represented in ESSA is not new to New Jersey, but rather reflects strong support systems that have been in place both through programming and regulations for 30+ years. The NJDOE will continue to apply for and use funds as authorized in each of the above federal programs in order to supplement this important work.



Supporting the Needs of Students Through 21st Century Community Learning Centers



ESSA provides funding to states to develop grants that support the building of community learning centers. These centers provide academic, artistic, and cultural enrichment opportunities during non-school hours to students who attend high-poverty and low-performing schools.



New Jersey will continue implementing the 21st Century Community Learning Center (CCLC) grant which currently supports 56 programs in more than 130 schools across the state. New community learning centers have an opportunity to apply each year.



2017-18 Grant Application

- The 2017-18 application will open in March with applications due in April
- Grants are typically \$250,000-\$550,000 and run for 5 years; however, in 2017-18, the NJDOE will also pilot a few smaller grants with more flexibility and a shorter timeframe of 3 years



Supporting Educators



Supporting Educators in *ESSA*



As mentioned earlier in this presentation, *ESSA* provides funding to states primarily to ensure that poor and minority students have the support they need to succeed at the same levels as their more affluent, non-minority peers. Through Title IIA (Supporting Effective Instruction) funding and related requirements, *ESSA* specifically asks states to:

1. Ensure that well-trained educators are available to support the unique needs of all students in meeting challenging statewide standards
2. Ensure that poor and minority students have equal access to excellent educators who are defined in law as effective, teaching within the field they are trained for, and experienced



New Jersey's *ESSA* State Plan to Support Educators

1

Support for All Educators

2

Address Unequal Access to Excellent Educators





1 Support for All Educators: *Overview*

An approach that looks at the entire lifecycle of an educator – from how you prepare and recruit them to the profession, to how you retain your best – is needed to attract, develop, and retain exceptional educators. The below initiatives, funded by ESSA, will complement ongoing initiatives meant to provide New Jersey students with excellent educators.

Primary Uses of Funds

The funds will be used to:

- **Upgrade the Online Certification System** - NJDOE plans to upgrade the system used to certify aspiring educators to: decrease time to issue a certification and hire an educator, save money, render the system more user friendly and collect additional data about NJ educators to share with stakeholders
- **Deliver Job-Embedded Training** to New Jersey educators (see next slide)

Secondary Uses of Funds

Pending sufficient funding, the NJDOE plans to use Title II funds to support the following:

- Improve [performance reports on educator preparation programs](#)
- Extending New Jersey's Building Teacher Leadership Capacity (BTLC) grant and partnering with the Council for Accreditation of Educator Preparation (CAEP) to better support novice and aspiring teachers and improve teacher preparation
- Build on two successful years of [Achievement Coaches](#) by continuing to provide programming over the summer and expand to include a principal module



1 Support for All Educators: *Job-Embedded Training*

Through Title IIA funds, ESSA provides funds to supplement the work the state is doing to support educators in ensuring all students can master New Jersey's rigorous standards. To help districts close the existing equity gap, the NJDOE plans to focus the available funding to train teachers around the following:



Algebra 1

NJDOE plans to develop and train teachers on optional model Algebra 1 curriculum to ensure that high-quality Algebra 1 courses are consistently taught throughout the state



Literacy

NJDOE will analyze statewide data relating to literacy in order to support districts in developing professional learning that includes research-based strategies, assessment and instructional materials



Curricular Framework

NJDOE will support districts in their development of curriculum by building a curricular framework for ELA and mathematics and training academic leadership teams in its use



Data Literacy

NJDOE plans to provide guidance to districts on how to better utilize data to support student learning



Classroom Technology

NJDOE will design, implement and evaluate an ongoing, job-embedded, and data-driven professional development plan for districts with a focus on digital literacy



NJTSS

NJDOE will provide supports to educators to implement New Jersey's Tiered System of Support (NJTSS – described in supports for students section)

Do the areas above represent important supports for New Jersey educators in 2017-18?

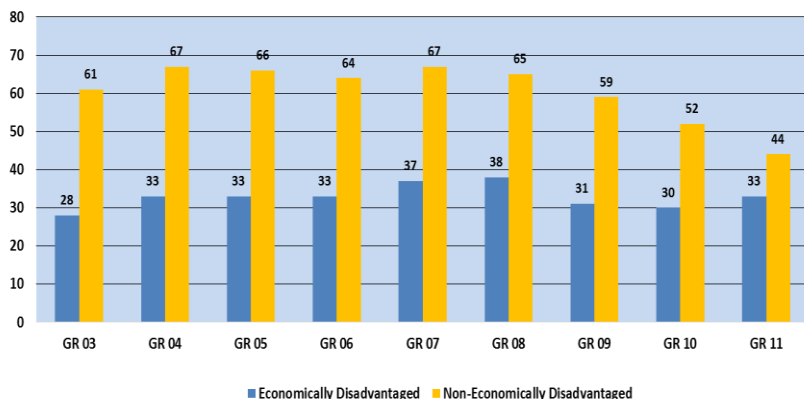


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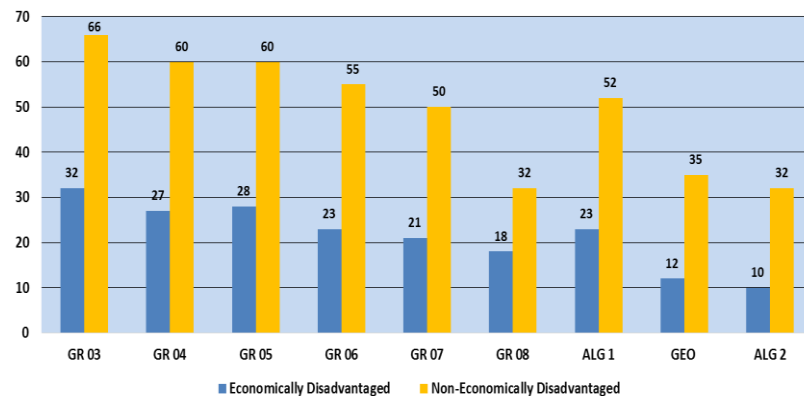
Address Unequal Access to Excellent Educators: *Overview*

After two years of implementing the Partnership for Assessment of Readiness for College and Careers (PARCC), significant gaps remain in regard to economic and race/ethnicity groupings. Acknowledging that educator quality accounts for the greatest in-school impact on student achievement,* the NJDOE is committed to providing students, particularly low-income and minority students, with the strongest possible educators.

Percent of Students Meeting or Exceeding Expectations By
Economic Status: ELA/L



Percent of Students Meeting or Exceeding Expectations By
Economic Status: Math



*Marzano et al., 2005; Goldhaber, 2009.



2 Address Unequal Access to Excellent Educators: *Educator Equity Analysis*

Through its Excellent Educators for All initiative in 2015, the U.S. Department of Education asked states to develop plans to ensure students have equitable access to teachers who are effective, experienced, and teaching in the fields for which they were trained. The *ESSA* State Plan builds upon New Jersey's [Excellent Educators for All plan](#), approved by the U.S. Department of Education in the summer of 2015; however, New Jersey has shifted how it defines "Excellent Educators" under *ESSA*.

Term		2015 Definition	ESSA Definition
Qualified		Highly Qualified Teachers (HQT)	Teachers who have earned "Effective" or better on AchieveNJ, the statewide evaluation system*
In-Field		Teachers who are properly certified for their current position	
Experienced		Teachers with four or more years of teaching experience	
			No change
			No change

*AchieveNJ is based on requirements within the *TeachNJ* statute. Approximately 90 New Jersey educators engaged to review performance-level descriptors (PLDs) for each of the four performance levels in *AchieveNJ*, and to establish the cut scores needed to earn each level



2 Address Unequal Access to Excellent Educators: Educator Equity Analysis (continued)

In New Jersey's 2015 [Excellent Educators for All](#) plan, the NJDOE analyzed data to determine whether students from economically disadvantaged (low-income) families, or students of color are educated by excellent educators at the same rate as students who are not members of those groups. The data analyzed for New Jersey's ESSA State Plan indicates very similar findings to those identified with the 2015 [Excellent Educators for All](#) plan.

Key Findings of ESSA Educator Equity Analysis

1. Low-income and minority students in New Jersey do not have access to effective teachers at the same rates as their peers
2. Low-income and minority students may *potentially* be taught by out-of-field teachers at higher rates than their peers
3. All students – not just low-income and minority students – are taught by significant numbers of novice teachers



2 Address Unequal Access to Excellent Educators: *Root Causes and Strategies*

After analyzing the data, the NJDOE brainstormed root causes that may be leading to the key findings and the strategies to address each.

Key Finding 1: Unequal Access to Ineffective Teachers

Potential Root Cause	Strategies to Address Root Cause
Lack of access to high-quality applicants	<ul style="list-style-type: none">• Upgrade the online teacher certification system for more efficient approvals and better data• Develop a comprehensive recruitment plan
Lack of consistent evaluation implementation across the state means that we may not yet have the complete picture	<ul style="list-style-type: none">• Continue to support AchieveNJ evaluation implementation, including developing strong school leaders who are equipped to implement AchieveNJ with fidelity
Inability, before AchieveNJ, to effectively manage talent, particularly in districts serving low-income and minority populations	<ul style="list-style-type: none">• Utilize AchieveNJ to manage talent (e.g. grow and support all educators, retain the strongest at high rates, and remove those educators who are consistently low-performing)
Lack of access to data on preparation program quality (for aspiring teachers, districts, and program providers)	<ul style="list-style-type: none">• Increase access to high-quality data on educator preparation providers



2 Address Unequal Access to Excellent Educators: *Root Causes and Strategies (continued)*

Key Finding 2: Potentially Unequal Access to In-Field Teachers

Potential Root Cause	Strategies to Address Root Cause
Lack of awareness about, focus on, and/or ability to impact out-of-field placement in 12 key districts	<ul style="list-style-type: none">• Support the 12 districts with greatest number of potentially out-of-field teachers
Data quality challenges	<ul style="list-style-type: none">• Improve NJDOE report used to flag “out-of-field” teachers• Utilize New Jersey Quality Single Accountability Continuum (NJQSAC)/Performance Reports to improve data quality and ensure accountability

Key Finding 3: All Students Have Inexperienced Teachers

Potential Root Cause	Strategies to Address Root Cause
Teacher turnover	<ul style="list-style-type: none">• Investigate underlying reasons for teacher turnover• Raise the bar for novice teachers through preparation and certification• Improve induction support for novice teachers

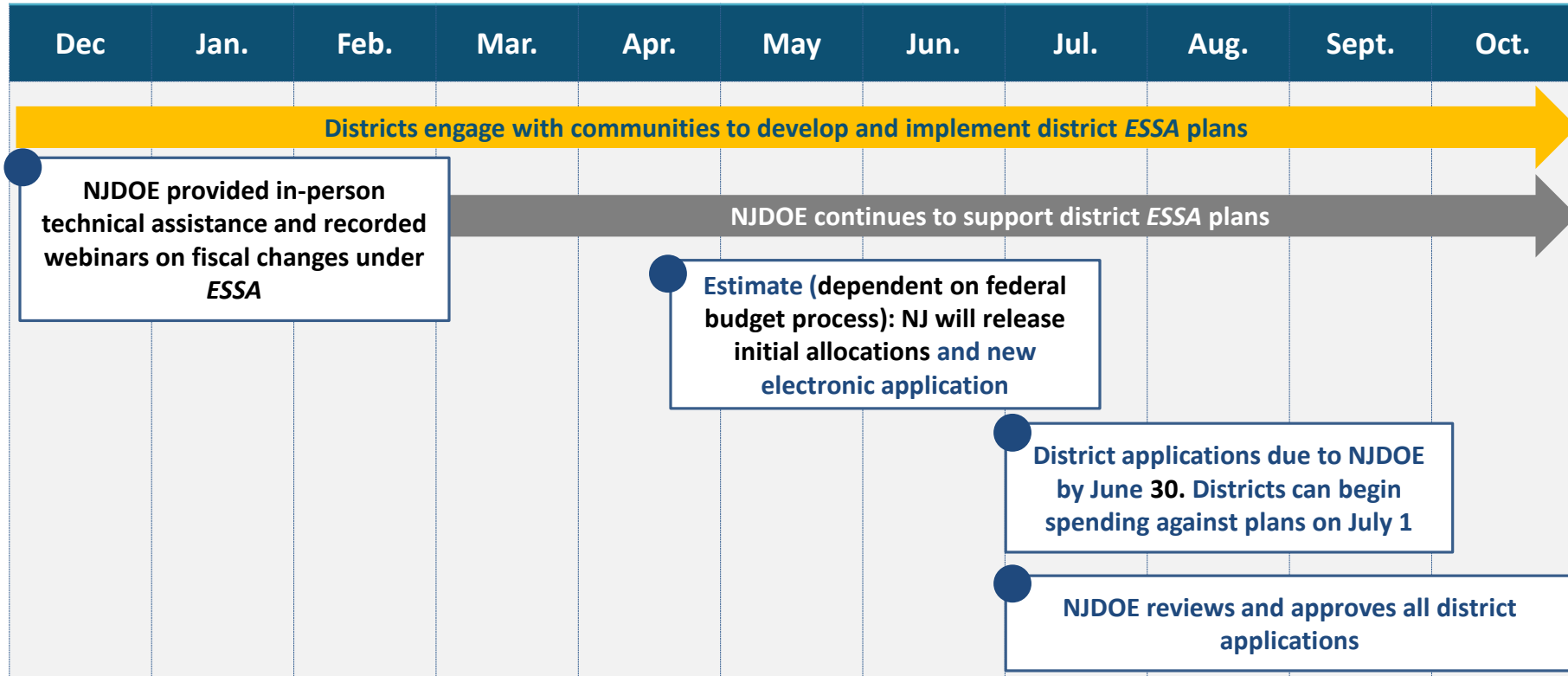


Supporting Districts



District *ESSA* Applications

In order to receive federal funds under *ESSA* for historically disadvantaged students, districts must submit an application to the state detailing how they will spend the funds. Leading up to the application submission, districts must work closely with their communities to determine what are the best uses for the funds.





District *ESSA* Funding

- As a state, New Jersey receives more than \$400M annually in federal funding through *ESSA*. The vast majority of funds go directly to districts (nearly 95%).
- There have been significant changes from *No Child Left Behind (NCLB)* to *ESSA* that provide more flexibility and, in certain instances, more operational complexity.
- Federal budgets remain uncertain overall. However, even if *ESSA* funding remains stable for New Jersey, the Department anticipates that many districts will receive less funding in 2017-18 due to formula changes in the law.



District *ESSA* Funding and New Optional Set-Asides

Under *ESSA*, there are two new optional “set-asides” where the state has the option to reserve a portion of district funds to be used at the state’s discretion.

1. **Direct student services set-aside:** Up to 3 percent of the Title IA funds to set up a competitive grant opportunity targeted to a select group of districts for services such as personalized learning, transportation for public school choice, tutoring, credit recovery, accelerated learning, and access to courses not otherwise available to students in their schools.
2. **Principal set-aside:** Up to 3 percent of Title IIA funds for state-level principal and school leader support.

In 2017-18 the NJDOE proposes not exercising the option to set aside funding for the following reasons:

1. New Jersey does not want to take money from all districts to redistribute to a few. With federal budget levels already uncertain, the NJDOE plans to ensure that districts get the maximum amount of funding they are entitled to. Additionally, districts may choose to use Title I *ESSA* funds for all of the intended uses under the direct student services set-aside.
2. In order to implement a new, effective principal and school leader support program, the Department would need at least a year of upfront planning time. The state can revisit this decision annually.



Helping Districts Make the Most of ESSA Funds

The requirements for how to use federal funds are complex, and they have changed in nuanced but important ways under *ESSA*. The state has begun its efforts to provide districts with information on how to coordinate and use *ESSA* funds more creatively and efficiently to address the unique needs of each district and community.



General Fiscal Guidance: *ESSA* changes the allowable uses for various funding sources, primarily allowing more flexibility. The NJDOE has already begun providing resources to help districts with the changes, including:

- Five in-person sessions hosting more than 400 districts across the state
- Recorded webinars on topics of interest or needing clarification
- Fiscal spending handbook and other resources



Activity-Based Guidance: In addition to providing information on the requirements of how to spend each federal funding stream, the NJDOE will help districts think more creatively by showcasing a variety of key activities that are known to improve student outcomes and then highlight the variety of funding sources throughout *ESSA* that could be used to support the key activity.



Operational Guidance: *ESSA* changes require schools and districts to adjust and/or add new processes. Examples of hands-on support from the NJDOE include:

- How to conduct school-based budgeting under new supplement not supplant statute
- How to form a consortium
- How to use the modified electronic application
- How rules have changed in regard to support for nonpublic schools



Supporting Identified Schools and Districts

In addition to supporting the development of *ESSA* plans, over the next year, New Jersey will work to integrate all of its support into a holistic delivery model to districts.

Level 3

Most Intensive Support

- Most intensive support is for districts with schools identified as in need of comprehensive support and/or a significant number of schools in need of targeted support. These districts may also have considerable challenges identified through New Jersey QSAC. Support is led by regional teams and includes other NJDOE staff and external support based in district, school, and student needs, where appropriate.

Level 2

Middle Level of Support

- Support for districts with schools identified as in need of targeted support or needing limited support as a result of a New Jersey QSAC review. Districts will be offered information, tools, and/or coaching by the NJDOE or they may use their federal and state funds to purchase coaching and other professional development.

Level 1

Support for All Schools and Districts

- Universal level of support offered to all districts, schools, and communities regarding NJDOE priority areas, including resources, information, guidance, tools, webinars, etc.



Schoolwide Programs

Under *ESSA*, there are two types of programs that schools receiving Title I funds can operate, each dictating how funds in this title may be spent—targeted assistance programs and schoolwide programs.

- **Targeted assistance** programs provide educational services only to identified academically at-risk students
- **Schoolwide programs** allow staff in schools with high concentrations of students from low-income families to use *ESSA* funds to serve all students

Under *NCLB*, only schools who had a more than a 40% poverty threshold were eligible to receive a waiver to operate as a schoolwide program. *ESSA* now provides states additional flexibilities for schools below the 40% threshold to implement schoolwide programs. Criteria for waiving the 40% threshold must be defined by the state.

New Jersey proposes allowing schools under the 40% poverty threshold to operate schoolwide programs if they can show:

- **Need:** Districts must show low student performance in at least two student subgroups as measured by the indicators in the school accountability system; and
- **Proven Track Record:** Districts must provide an evaluation showing evidence of effective implementation of their existing targeted assistance program



Thank You for Your Feedback

The NJDOE welcomes feedback on any *ESSA* policies proposed in this presentation and particularly on the topics asked about through the starred questions.

To provide general and specific feedback, or to find additional information and resources, please go to the NJDOE *ESSA* webpage at www.state.nj.us/education/ESSA/.

For questions, concerns please contact NJDOE staff directly at ESSA@doe.state.nj.us.